

# GRAMMATICAL DEVICES

## Chapter 5

### Conclusion and Suggestion

In this section the researcher presents the conclusion and the suggestions related to the finding of this present study.

#### **Conclusion**

Cohesion is an important element of text. It is precisely due to the fact that cohesion provides a means for initiating comprehension and it unifies different parts of text together. In order to achieve a unified text it could be achieved through the use of grammatical devices. It refers to the use of various grammatical devices to make relations among sentences more explicit and tie pieces of text together in a specific way. The aim is to help the reader understand the items referred to, the ones replaced and even the items omitted (Harmer, 2004).

This present study was conducted to investigate the grammatical devices employed by the graduate students in the background of theses. The data of this study was the background of the study of the theses. In order to gather the data, the researcher asked permission from the head of department by writing a formal letter. Having been granted the permission, the researcher copied the students' introduction section of their theses from the library to be analyzed.

The findings of the present study revealed that the graduate students at Widya Mandala Catholic University Surabaya employed

cohesive devices in the background of the study section of their theses. The cohesive devices employed by the students were reference with the subtypes: personal reference and demonstrative reference; substitution with the subtype of nominal substitution; ellipsis with the subtype nominal ellipsis; and conjunction with the subtypes: additive, adversative, causal, and temporal conjunctions. The findings of this study also revealed that in the background of the study section of graduates' theses, the students employed reference as the most frequently used cohesive device with the percentage (80.14%), followed by conjunction (19.22%), ellipsis (0.47%) and substitution (0.15%). Some students might use more cohesive devices to create cohesive background of the study, but some less. This occurrence might be due to different reasons. It might happen due to the different content of topics covered by the students for their research. Their educational background also might have affected the difference of cohesive device numbers in their theses background of the study section. In short, it can be concluded that the theses background of the study sections written by the graduate students were cohesive. It is shown through the variety of different grammatical cohesive types employed by the graduate students.

### **Suggestions**

Referring to the findings of this present study, the researcher would like to provide some suggestions addressed to the future researchers, the teachers and the students. The limited framework of this present study did not permit the researcher to investigate all the

cohesive devices. It was only dealing with grammatical cohesion and excluded lexical cohesion. Henceforth, for the future researchers it seemed significant that grammatical cohesive devices should be studied in comparison with lexical cohesive devices in a future study used by the students in the background of the study section of their theses. Furthermore, analysis of other theses sections such as the discussion section would be worth studying in order to expand the framework and reveal more about the use of cohesive devices in this particular section of students' theses.

In addition, a research on cohesion is closely related to way of thinking of the writer. Therefore, the researcher suggests that it would be better to conduct a study on this topic by adding research instruments such as interview and questionnaire since the characteristics of the subjects of this present study did not investigate profoundly. It is essential because the research would discover more information about the subjects' reasons of preferring those grammatical devices over the others, their knowledge of the topic and cohesive devices.

For the teachers, the results of this present study could give beneficial inputs on their way of teaching theses writing and design more activities by paying particular attention to the cohesion of students' writing. Moreover, it would be interesting if the teachers introduce or teach explicitly about cohesive devices to the students so that they could understand and apply them in their writing.

Finally, for the students this present study would give information for the improvement of their writing in the future.

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